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NOTES.

Rousseau's Émile or Treatise on Education: Abridged, Translated and Annotated by WILLIAM H. PAYNE, PH.D., L.L.D., Chancellor of the University of Nashville and President of the Peabody Normal College. New York: D. Appleton, & Co. pp. 335.

The International Educational Series reaches its twentieth number with Rousseau's *Émile* which has been abridged, translated and annotated by Chancellor William H. Payne for this series. The educational significance of the *Émile* is luminously outlined in the editor's preface, by Dr. Harris, who concludes an admirable sketch with the words "Rousseau builded better than he knew. It, (The *Émile*) has made educators recognize the sacredness of childhood. Its author is the great pioneer in the work of studying human character as it develops in children. Without a study of the *Émile* one cannot explain Pestalozzi, Basedow, Froebel or any of the great leaders of education that belong to the present century." Dr. Payne, in his translator's introduction, analyzes and criticises with great clearness this work which he reckons as the great educational classic of the world. Defining an educational classic as "an epoch making book in the history of education" he enumerates the following list of the greater educational classics of the world: Plato's *Republic*, Aristotle's *Politics*, Plutarch's *Morals*, Quintilian's *Institutes*, the *Didactica Magna* of Comenius, Richter's *Levana*, Pestalozzi's *How Gertrude Teaches her Children*, Froebel's *Education of Man*, Rosenkranz's *Philosophy of Education*, Rabelais's *Gargantua*, Montaigne's *Essays*, Rousseau's *Émile*, Mulcaster's *Positions*, Ascham's *Schoolmaster*, Locke's *Thoughts*, Spencer's *Education*. An appendix contains some interesting French estimates of Rousseau. The last thirty-five pages of the book are occupied with an admirable analytical table of contents which to many readers will be the most valuable and helpful feature of all.

C. H. T.

Lectures on the History of Education, with a Visit to German Schools. By the late JOSEPH PAYNE. Edited by his son, Joseph Frank Payne, M.D. 8 vo., pp. 313. London and New York: Longmans, Green & Co. 1892. $2.50.

This work has for many years been well known to American teachers, but the present handsome edition, which will be regarded as the authoritative one, possesses many advantages that will commend it to those who already appreciate the great intrinsic value of the work. The editor has been able in the notes to supply much information as to sources, and to fill up lacunae in the text as no one else could have done. The illustrations

comprise an uncommon collection of portraits of great educators. Professor Payne was a notable pioneer in a field that is now rapidly increasing in public favor. Much of his best work and thought is here most worthily embodied. The book is one of the very best for the province it covers, and indispensable to every student of education.

C. H. T.

Masterpieces of American Literature: with biographical sketches. pp, 462. Price $1.00. Boston: Houghton, Mifflin & Co.

This is a volume called into existence by the desire of the Boston school authorities for a collection of productions from American authors of distinction especially for use in the most advanced class in the grammar schools. Its contents are made up mostly of selections from the American Literary Series. The authors represented are Franklin, Irving, Bryant, Webster, Everett, Hawthorne, Longfellow, Whittier, Emerson, Holmes, Lowell, Thoreau, O'Reilly, surely a most catholic and judicious representation. The various authors are represented by characteristic and noted productions well selected to develop the sense of what real literature is both in form and spirit. Variety of styles in prose and poetry is given to adapt the book to oral reading. The biographical sketches of the authors represented are long enough to be interesting. That of Hawthorne, for example, covers five solid pages. The book has already been tested by experience and found to serve well in other places the ends for which it was distinctly prepared in the Boston schools.

C. H. T.

The Land of the Cliff-Dwellers. By FREDERICK H. CHAPIN. pp. 182. 60 illustrations. Boston. The Appalachian Mountain Club. W. B. Clarke & Co. Cloth $2.25.

A more interesting book than *The Land of the Cliff-Dwellers* is seldom given to the public. It is a faithful and most entertaining record of personal exploration among the remains of a vanished civilization in one of the least accessible regions of the American Continent. Mr. Chapin investigated thoroughly this region and studied most carefully the traces left by the ancient inhabitants as no one else, to our knowledge, has done. The book is, therefore, an original contribution to ethnology and archæology of great value. But it is, besides, just full enough of the elements of romance and adventure to charm readers of all ages. The book is one of the very best we know of for supplementary reading, along with the study of the geography of this continent, and of U. S. history. Students will need no encouragement to read it if it is put within their reach. Too much cannot be said for the illustrations. Mr. Chapin's Rocky Mountain

photographs are celebrated as the best ever taken in that region. Most of the plates are so good that the details are, it would seem, improved in the process of reproduction. The scenes chosen reveal in the photographs the artist as well as the explorer.

C. H. T.

Epitome of Ancient, Mediæval and Modern History. By CARL PLOETZ; translated with extensive additions, by WILLIAM H. TILLINGHAST. 9th ed. Boston: Houghton, Mifflin & Co. pp. 618.

The appearance of the ninth edition of this standard work is in itself sufficient indication of its approved usefulness. In the present edition all discovered errors have been corrected. A distinguished professor of history in one of our leading universities recently advised a friend who was engaged upon some work in which chronological accuracy was essential that the new *Tillinghast's Ploetz* was by far the most reliable work of reference available for that purpose. This high commendation is undoubtedly fully deserved. The new edition of the book will be welcomed by historical students as bringing still nearer perfection a work that was already *facile princeps* in its particular field.

C. H. T.

How do You Spell It? or Words as they Look. With an appendix defining many commercial and business terms in every-day use. By W. T. C. HYDE. Chicago: A. C. McClurg & Co. pp. 342. Price $1.00.

"If," says the compiler of this volume, "there is anything in the realm of literature which ought to meet with instant and hearty approval it is some easy and practical method of teaching English orthography." Few will be found to disagree with this statement. While bringing a serious indictment against the spelling of the English language, Mr. Hyde believes that it is destined to endure a good while, and the best thing to do is to direct our energies toward developing some practical way of learning the English orthography. The essential features of Mr. Hyde's way are a list in alphabetical order of the words likely to be misspelled, in which the letters ordinarily ill treated are printed in heavy black face type. It claims, moreover, to contain the largest compilation of homophonous words ever published. It is not a spelling book, but a book to keep at hand on the desk for use when a troublesome word has to be spelled. Few of us are so far along as to despise aids in spelling, and a unique attempt, such as this, to meet a real difficulty ought at least to have a fair trial.

C. H. T.

A Short History of English Literature for Young People. By MISS E. S. KIRKLAND. With illustrations. Chicago: A. C. McClurg & Co. pp. 398. Price $1.25.

This work, intended as a companion to the Short History of France and Short History of England by the same writer, might well be described as an attempt to introduce young people to the study of literature. The narrative begins with Gildas and comes down to Tennyson. It makes no pretense to be more than a condensed description of English literature. The style is pleasant and the selections show wide reading and good judgment. The practical usefulness of the book is subserved by a good index and its attractiveness increased by eleven full page portraits. The book is likely to do much in realizing its author's desire to encourage and foster in young people a real fondness for literature, or at least a personal interest in great authors, for the treatment is almost entirely biographical. *C. H. T.*

Longmans' Summary of English History, from the Earliest Time. With ten maps and full genealogical tables. New York: Longmans, Green & Co. pp. 160.

This little book does in a way for English history something of the service that *Ploetz's Epitome* does for universal history. It will be found dry reading, but makes an excellent syllabus, covering as it does the whole period from the early inhabitants before the Saxon Conquest down to 1891. It presents a valuable consecutive array of facts. *C. H. T.*

La Cigale chez les Fourmis. With notes by W. H. WITHERBY—*Les Enfants Patriotes.* With notes by W. S. LYON—*Une Aventure du Célèbre Pierrot.* With notes by R. E. PAIN. D. C. Heath & Co.

Teachers of modern languages are frequently reminded of their indebtedness to the firm of D. C. Heath & Company by the appearance of a new number in the Heath Modern Language Series. With the vast storehouse of French and German literature to draw on, this series is rendering a real service to teachers by giving opportunity for a variety in texts. Nothing is more stupid than reading over and over again the same tale in French or German. Teachers who shrink from a novelty, or dread the extra work involved in reading a new book, may not appreciate this horror; but every alert, progressive teacher will be glad of an opportunity to break the necessary monotony of his work. Generally any one of a considerable number of texts will answer the object of the class equally well. The interests of the teacher are better served by reading six different texts in six different years than by reading the same thing over six times. *C. H. T.*